

DOCUMENT RESUME

ED 254 271

JC 850 074

AUTHOR Parker, Paul. Parker, Patrick W.
TITLE Instructional Leadership: A Profile of Chief Academic Officers in Kansas Community Colleges.
INSTITUTION Pittsburg State Univ., KS. Dept. of Curriculum and Administration.
PUB DATE [85]
NOTE 18p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Deans; *Administrator Characteristics; *Administrator Qualifications; *Administrator Responsibility; *Community Colleges; Questionnaires; State Surveys; Two Year Colleges

IDENTIFIERS *Kansas

ABSTRACT

A survey was conducted to gather data about the personal characteristics and background of the chief academic officers in Kansas community college districts. A 42-item survey instrument was mailed to each of the chief academic officers, soliciting information on demographic characteristics, educational preparation, prior experience, professional development, and job and community activities. Study findings, based on a 100% response rate, included the following: (1) 84% of the respondents reported that their title was Dean of Instruction; (2) the typical Kansas community college chief academic officer was a white male in his mid-40's, married with one or more children; (3) 90% of the respondents were the product of a public education; (4) relatively few held less than an earned doctoral degree; (5) 80% held their highest degree in educational administration; (6) 95% had previously taught in secondary schools; (7) all respondents were members of academic leadership associations, and 90% were also members of other types of organizations; (8) the respondents' average work day was 10 hours long; and (9) each officer was involved with at least two community or civic organizations. The survey instrument is appended. (LAL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED254271

OFFICE OF EDUCATIONAL SERVICES
DEPARTMENT OF CURRICULUM
AND ADMINISTRATION

INSTRUCTIONAL LEADERSHIP: A PROFILE
OF CHIEF ACADEMIC OFFICERS
IN KANSAS COMMUNITY COLLEGES

Paul Parker, Professor/Director
Office Educational Services
Coordinator Community College Education
Pittsburg State University
Pittsburg, Kansas

Patrick W. Parker, Director
Learning Resource Center
Central Arizona College
Coolidge, Arizona

School of Education
Pittsburg State University
Pittsburg, Kansas

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
P. Parker

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

JC 850 074

1. INTRODUCTION

The chief academic officer is being increasingly recognized as a significant partner in the community college administrative team. The dedication and talent of those individuals serving as academic officers is vital to the continued growth and development of the educational program in the community college.

With several indicators stressing the importance of the chief academic officer as a key to institutional scope and quality in the community college, it is surprising that so little comprehensive or in-depth data is available concerning this position. This study was undertaken to partially fill that void. Specifically, the purpose of this study is to provide a descriptive profile of the chief academic office in Kansas community colleges. Who are the chief academic officers? What kind of preparation have they had for their position? What experience do they bring to the positions they hold? And how do they spend their time in administrative, instructional, and community activities?

These kinds of questions - and more - were asked of all Kansas chief academic officers who participated in a recently completed survey (Fall 1984). The first part of the survey asked for demographic information (sex, age, marital status, background, etc.): the second section investigated the preparation and experience factor (degrees, teaching and administrative experience, etc.): and part three of the survey secured information concerning administrative, professional, and community activities.

II. PURPOSE AND PROCEDURES

This study was undertaken with one primary purpose in mind: to gather a body of comprehensive data concerning selected personal characteristics and backgrounds from those individuals serving as chief academic officer in Kansas community college districts.

A survey instrument was developed containing forty-two items, requiring about seventy responses from each chief academic officer. This survey instrument was designed to elicit information concerning: (a) such characteristics as age, sex, marital status, number of children, place of birth, population of place of birth, residence at time of initial employment in Kansas community colleges, and whether or not the participants attended a community college; (b) selected experience factors --- information such as position held just prior to initial employment as a community college administrator, years of teaching experience in levels of education from elementary to graduate school, years of administrative experience, total years of administrative experience, number of years in current position, and what position was held just prior to employment as chief academic officer; (c) preparation, assignment, professional and community activities --- participants were asked to provide such information as highest degree held, where various degrees were earned, course work considered most useful in present position, recent activities in workshops, seminars, etc., number of hours spend on assignments, professional and community membership.

III. RESPONSES AND RESULTS

As indicated in Part II, a survey instrument was mailed to each of the chief academic officers serving in Kansas community colleges.

Responses were received from all (100 percent) of the chief academic officers. Only certain selected highlights from the survey of chief academic officers are presented here.

TITLE

The chief academic officer in Kansas community colleges holds a position best identified as dean of instruction. This was the most frequently reported title (84 percent of the respondents). Other titles listed were: vice president, academic affairs; vice president, development/instructional services; and dean of the college.

DEMOGRAPHIC

In general, the chief academic officer in the community college is a male in his middle 40's, married with one or more children (number of children range from one to five). Furthermore, a slight majority of the respondents were born in a small town (population of under 2,000) in a state other than Kansas (i.e. Kentucky, Minnesota, Nebraska, Oklahoma, Arkansas, Missouri, New Jersey, South Dakota, Pennsylvania).

While 90 percent of the chief academic officers are products of the public elementary and secondary school system, less than 25 percent have attended a public community college. However, of that 25 percent who attended a public community college, each earned a community college degree. These are the facts: only one of the respondents to this survey was female, 83 percent were over 41 years of age (the median age was 47.2 years), all community college chief academic officers are married. Also, 99 percent have one or more children. The majority were born in a state other than Kansas. However, most were residents of Kansas at the time of their initial employment in a Kansas community college.

Seventy-eight percent have been a Kansas resident for ten or more years.

EDUCATIONAL PREPARATION

Relatively few community college chief academic officers hold less than the earned doctors degree. The degree most frequently listed was the Ph.D. Six reported holding the specialist degree, with one indicating the specialist was the highest earned degree. Three of the chief academic officers indicated the masters degree as their highest degree.

All of the respondents earned their highest degree in a professional field, 80 percent in educational administration. Other fields of study were adult and occupational education, curriculum and instruction, industrial education, business and guidance.

Roughly one-third of the chief academic officers majored in political and/or social science while earning their first degree. Other fields of study were business, mathematics, speech, English, and physical education.

The chief academic officers were asked to identify five graduate courses which, in their judgement, have been most important and helpful in their academic leadership experience. The five most frequently listed courses were: a generic survey course concerning the history and development of the community college listed under a variety of titles (e.g., the community college, organization and administration of the community college, etc.), methods of research, personnel management, program development and evaluation, and organizational

planning. In addition, several of the respondents believe that courses in educational leadership, college teaching, learning styles, and public relations have contributed significantly to their administrative success.

Twelve (70 percent) of the chief academic officers earned their highest degree at one of four Kansas universities (University of Kansas, Kansas State University, Pittsburg State University, and Emporia State University). Other universities in which the highest degree was earned were: Arkansas, Missouri, Nebraska, Northern Colorado, Oregon State, and Southern Illinois.

PRIOR EXPERIENCE

Most studies of community college personnel have indicated that a major source of candidates for positions has often been our public secondary schools. An analysis of the information in this survey identifies the fact that the chief academic officers in Kansas community colleges have extensive experience in secondary schools. Ninety-five percent of the respondents had previously taught in secondary schools (junior, middle, senior high). The range of teaching experience at the secondary level was from 3 to 17 years with the median being 8.6 years.

As might be expected, the vast majority of the academic officers reported an active teaching and administrative background; previous teaching positions were elementary, junior/middle school, senior high, community college, senior college, and a teaching assignment with the armed forces. Administrative positions previously held were: elementary principal, junior high principal, senior high principal, assistant

superintendent of schools, and various positions in two and four year colleges; i.e. director of vocational education, director of community services, director of guidance, director of continuing education, business manager, department head, director of community services, director of student development, K-View director, director of admissions, and assistant placement director.

Kansas community college chief academic officers are not very mobile. Only two of the respondents to this survey indicated having taught in more than one two-year college. Few, less than 25 percent, have held an administrative position with more than one community college. One-fourth had had some type of teaching or administrative experience in other educational institutions.

Each chief academic officer was asked to list the position held just prior to assuming their present responsibilities. Positions listed were: assistant dean of instruction, director of admissions, director of student development, assistant director of placement bureau, dean of business affairs, assistant dean of students, director of educational services, dean of occupational education, associate dean of instruction, administrative assistant, dean of student services, department chair, director of guidance, director of community college program, and associate director of academic affairs.

PROFESSIONAL DEVELOPMENT

The chief academic officers of Kansas community colleges are active participants in professional organizations; all of the respondents indicated they were members of some type of academic leadership

association. In addition, over 90 percent reported membership in some professional organization other than academic leadership. Membership in the state association of community college deans was reported by each participant and several listed membership in the National Council of Instructional Administrators.

Participation in professional development activities ranks high among chief academic officers. Within the past three years, over 85 percent of the academic officers had engaged in formal courses, institutes, workshops, or seminars.

JOB AND COMMUNITY ACTIVITIES

Some of the more tangible aspects of the academic officer's job and community activities were examined through a series of questions designed to determine their perceptions of the amount of time spent on the job, how time was divided among major assignments, and to identify the major community organizations in which they held membership.

The majority (84 percent) of the academic officers reported spending more than 41 hours on the average per week at the college during regular work hours. The remaining 16 percent indicated they spent from 35 to 41 hours on the job during regular work hours. In addition, 70 percent reported spending 8 to 16 hours per week on college related activities at a time other than regular work hours. The average work day for academic officers is approximately 10 hours long.

Each respondent was asked to categorize the percentage of time spent in seven major areas of responsibility: administrative, teaching, supervision of instruction, clerical work, curriculum improvement,

community work, and self-study. As might be expected, three areas (administrative, supervision of instruction, and curriculum improvement) received the greatest amount of attention. In general, these three areas accounted for 80 percent of the activities of chief academic officers. None of the other four activities noted were listed by any respondent as taking more than 20 percent of their time.

Just as community college academic officers are active participants in professional matters, so are they very active in a wide range of community and civic organizations. Each of the academic officers have been involved with at least two, most with many more than two, community service activities other than those closely connected with their regular academic leadership activities. Organizations mentioned several times were: church, Kiwanis, Lions, Rotary, Elks, Scouts, and Chamber of Commerce.

IV. SUMMARY AND CONCLUSION

The typical Kansas community college chief academic officer is a white male in his middle forties, married with one or more children. He was born in a small town, in a state other than Kansas. He is a product of the public schools. He is well educated (80 percent have earned a doctors degree). He brings to his leadership position a wide background of prior experience in teaching and administration. He is very active in professional and community organizations. He is a dedicated worker, spending on the average more than 50 hours a week with job related tasks. His position title is most likely to be dean of instruction.

While demographic and activity studies do not relate directly to position skills, they do indicate preparation for such responsibilities. The information gathered for their study does indicated that the chief academic officers in Kansas community colleges are well prepared for the challenge of instructional leadership.

A DESCRIPTIVE STUDY OF KANSAS COMMUNITY
COLLEGE ACADEMIC OFFICERS

DIRECTIONS: Please circle the appropriate answer to each question as it applies to you as an individual. In addition, please supply information where blanks are provided and specific information is requested.

Part I - Biographical

- | | | |
|---|-------------------------|----|
| 1. Sex | Male | M |
| | Female | F |
| 2. Age | 31-35 | A |
| | 36-40 | B |
| | 41-45 | C |
| | 46-50 | D |
| | 51 and over | E |
| 3. Marital Status | Married | M |
| | Single | S |
| | Divorced | D |
| | Spouse Deceased | SD |
| 4. Number of Children | _____ | |
| 5. Place of birth | City _____ | |
| | State _____ | |
| 6. Population where family lived at the time of your birth | | |
| | Rural (less than 2,000) | A |
| | Town (2,000 - 15,000) | B |
| | City (15,000 - 100,000) | C |
| | City (over 100,000) | D |
| 7. You have been a Kansas resident | | |
| | Less than 2 years | A |
| | 2 - 5 years | B |
| | 5 - 10 years | C |
| | Over 10 years | D |
| | Life-time resident | E |
| 8. In what state were you residing <u>just prior</u> to becoming a Kansas resident? | | |
| | State _____ | |

9. Were you a Kansas resident at the time of your initial employment in a Kansas community college?

Yes Y
No N

10. Graduated from a

Public high school A
Private - parochial high school B

11. Attended a community college

Yes Y
No N

(If yes, please identify and give location of college _____)

12. Earned a community college degree

Yes Y
No N

(Where? _____)

Part II - Experience

1. What position did you hold just prior to your initial employment as a community college administrator?

Teaching, elementary - secondary A
Teaching, community college B
Teaching, college - university C
Administration, elementary - secondary D
Administration, college - university E
Occupation other than teaching or educational administration F

2. Years of teaching experience in each of the following:

Elementary _____
Junior High _____
Senior High _____
Community College _____
Senior College _____
Other (_____) _____

3. Years of administrative experience, including current year, in each of the following:

Elementary	_____
Junior High	_____
Senior High	_____
Community College	_____
Senior College	_____
Other (_____)	_____

4. Number of community colleges you have been associated with as an:

	<u>instructor</u>	<u>Administrator</u>
One	A	A
Two	B	B
Three	C	C
More than three	D	D

5. Were you ever employed as a community college instructor in another state?

Yes	Y
No	N

(If yes, please identify _____)

6. Were you ever employed as a community college administrator in another state?

Yes	Y
No	N

(If yes, please identify _____)

7. How many years have you held your current position?

1 - 3	A
4 - 6	B
7 - 9	C
10 - 12	D
over 12	E
(if over 12, please identify _____)	

8. What administrative positions, other than your current position, have you held? (Circle all that apply.)

Elementary principal	A
Junior High principal	B
Senior High principal	C
Superintendent of schools	D
Assistant superintendent	E
Community College	F
(Identify _____)	
Senior College	G
(Identify _____)	
Other	H
(Identify _____)	

9. What was your first teaching position after earning the baccalaureate degree?

Elementary	A
Junior High	B
Senior High	C
Community College	D
Senior College	E
Other (_____)	F

10. What was your first administrative position?

Identify and give location _____

11. At what age did you first become an educational administrator?

25 - 29	A
30 - 34	B
35 - 39	C
40 - 44	D
Over 45	E

12. Your age at the time of your initial employment as a community college administrator

25 - 29	A
30 - 34	B
35 - 39	C
40 - 44	D
Over 45	E

13. At what age did you assume your present position?

25 - 29	A
30 - 34	B
35 - 39	C
40 - 44	D
Over 45	E

14. Please identify the position you held just prior to assuming your present position.

Position-title _____

Organization _____

Dates: From _____ To _____

Where located _____

Part III - Preparation - Assignment
Professional and Community Activities

Section A - Preparation

1. Highest degree held

B.A.	A
B.S.	B
M.A.	C
M.S.	D
M.Ed.	E
Ed.S.	F
Ed.D.	G
Ph.D.	H

2. Doctors degree earned at

Name of college _____ Location _____

Major _____ Minor _____

3. Specialists degree earned at

Name of college _____ Location _____

Major _____ Minor _____

4. Masters degree earned at

Name of college _____ Location _____

Major _____ Minor _____

5. Baccalaureate degree earned at

Name of college _____ Location _____

Major _____ Minor _____

6. Would you identify five graduate courses that you feel have been most useful to you in your community college administrative experience?

7. Identify the activity, topic, date, and location of your last participation in a community college course, workshop, seminar, or institute.

Activity _____

Topic _____

Date _____

Location _____

Section B - Assignment

1. On the average, how many hours per week do you spend at your college (regular work hours)?

Less than 30	A
29 - 34	B
35 - 40	C
41 - 46	D
More than 46	E

2. On the average, how many hours per week do you spend in college-related activities (other than regular work hours)?

Less than 5	A
5 - 7	B
8 - 10	C
11 - 13	D
14 - 16	E
Over 16	F

3. How do you divide your time among your major assignments? (Please give approximate PERCENTAGES.)

(next page)

Administration	_____
Teaching	_____
Supervision of Instruction	_____
Clerical work	_____
Curriculum Improvement	_____
Community work	_____
Self-study	_____

4. During an average week, you spend approximately what PERCENTAGE of your time with individuals or groups associated with the college?

Faculty	_____
Trustees	_____
Civic Leaders	_____
Alumni	_____
Students	_____
Legislators	_____
Other college administrators	_____
Others	_____

Please identify _____

Section C - Professional and Community Activities

1. Professional membership:

Please identify your major professional membership.

2. Community organization membership:

Please identify your major community organization memberships.
